



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

21180 North 87th Avenue, Peoria, AZ 85382

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. H. Val Barrett
Schedule : 7:40 AM to 3:40 PM
Grades : K-8
2004 Enrollment : 1490
Web Address : coyotehills.peoriaud.k12.az.us/
Phone Number : (623) 412-5225
Fax Number : (623) 412-5232
E-mail : vbarrett@peoriaud.k12.az.us

Mission

The mission of Coyote Hills, along with the Peoria Unified School District, is to provide students with a quality education that includes the knowledge, skills, and attitudes to become lifelong learners and responsible citizens. The Coyote Hills staff believes that each child is unique and capable of success in a changing global society through the cooperative efforts of students, parents, community, staff.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To improve the use of comprehension processing strategies in various types of text.
- ü To improve math problem-solving skills of students.
- ü To improve social skills of students.

Enrollment

October 1, 2003 School Year Student Enrollment : 1466
Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2003-04 : 20

Instructional Programs

- Ü Special Education
- Ü ELL
- Ü Gifted Program
- Ü PAL Program
- Ü Arts Education
- Ü Kindergarden Enrichment
- Ü Technology
- Ü Honors Classes

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

Shared Responsibilities

School

It is the responsibility of PUSD employees to provide all students with the best learning environment and opportunities to learn. In addition to providing a safe, attractive school campus, each school invites and maintains high parental involvement.

Parents

Parents should work cooperatively with the school and staff members to educate their children. This includes promoting attendance; monitoring completion of assignments; positive attitudes; attending school activities; respecting rules and property.

Transportation Policy

Transportation is provided for students who reside within the attendance boundary but are beyond one mile of Coyote Hills. Additionally, transportation is provided for special education students at Coyote Hills or to other facilities as noted in the IEP.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü National Spalding Certification	2003
Ü List of top Arizona Schools / Stanford 9 Reading scores	2004
Ü Diabetic Support GroupList	2004
Ü PEEF Grants (3)	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	160	2724	75509	99	100	100	540	529	521	4	8	13	19	21	23	36	35	33	40	35	31
All Students (Prior Year)	154	2731	75372	97	100	100	529	529	523	5	5	9	22	23	25	44	41	36	29	31	30
Female	75	1318	37013	99	100	100	541	529	522	4	8	12	19	22	24	36	36	33	41	34	31
Male	85	1406	38430	99	100	99	540	530	521	5	9	14	19	21	22	36	35	33	40	36	31
African American	NC	151	3660	NC	100	99	NC	510	496	NC	15	24	NC	34	31	NC	30	28	NC	21	18
Hispanic	21	582	30486	100	100	99	524	514	505	5	12	18	35	30	29	40	33	32	20	25	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	542	549	NC	7	5	NC	11	13	NC	36	33	NC	46	50
American Indian/Alaskan Native	NC	32	4075	NC	100	100	NC	512	486	NC	14	28	NC	32	34	NC	21	26	NC	32	12
White	128	1886	35192	98	100	99	539	534	534	5	7	8	18	19	19	35	37	35	42	38	39
Students with Disabilities	20	438	9708	100	100	100	505	506	489	20	20	32	35	27	27	30	32	24	15	22	17
Students without Disabilities	140	2286	65801	98	98	98	546	533	525	2	7	11	17	21	23	37	36	34	44	37	33
Limited English Proficient Students	NC	194	16928	NC	100	100	NC	465	485	NC	50	29	NC	50	33	NC	0	26	NC	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	11	693	36411				546	509	503	0	14	19	13	31	29	50	34	32	38	21	20
Non-Economically Disadvantaged	149	2031	39040				540	535	534	5	6	8	20	19	19	35	36	34	41	39	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	160	2724	75492	99	100	100	530	525	519	5	7	12	15	15	16	54	51	47	26	27	24
All Students (Prior Year)	150	2716	75221	95	99	100	530	526	523	2	5	8	11	15	16	65	60	56	23	20	21
Female	75	1319	37014	99	100	100	540	528	523	3	6	10	8	13	15	59	50	48	30	30	27
Male	85	1405	38400	99	100	99	521	522	516	7	8	14	20	17	17	49	52	47	23	23	21
African American	NC	150	3665	NC	100	99	NC	514	505	NC	9	20	NC	21	22	NC	57	43	NC	13	14
Hispanic	21	582	30438	100	100	99	518	516	508	5	10	17	25	21	21	60	52	47	10	17	15
Asian/Pacific Islander	NC	70	1773	NC	100	98	NC	529	534	NC	5	4	NC	11	10	NC	52	50	NC	32	36
American Indian/Alaskan Native	NC	32	4081	NC	100	100	NC	511	498	NC	14	25	NC	18	26	NC	61	40	NC	7	8
White	128	1887	35177	98	100	99	532	528	528	6	6	8	14	13	13	50	50	49	30	30	31
Students with Disabilities	20	439	9707	100	100	100	497	508	495	20	17	33	40	23	21	35	43	33	5	17	13
Students without Disabilities	140	2285	65785	98	98	98	535	527	522	3	6	10	11	14	16	57	52	49	29	28	26
Limited English Proficient Students	NC	195	16905	NC	100	100	NC	474	489	NC	67	34	NC	0	28	NC	33	32	NC	0	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	11	692	36302				543	514	507	0	12	18	25	22	21	38	51	46	38	15	14
Non-Economically Disadvantaged	149	2032	39164				530	528	528	5	6	8	14	13	13	55	51	48	26	30	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	159	2706	75053	98	100	99	627	603	597	1	5	7	8	10	12	79	78	72	11	7	9
All Students (Prior Year)	149	2701	73654	94	99	99	534	533	530	3	5	9	9	11	13	83	78	70	6	6	7
Female	75	1310	36872	99	99	99	650	624	621	1	3	5	7	7	9	74	81	74	18	10	12
Male	84	1396	38109	98	100	99	606	583	573	1	6	10	10	13	14	84	76	69	5	5	6
African American	NC	149	3636	NC	100	99	NC	574	568	NC	7	12	NC	13	16	NC	77	67	NC	3	6
Hispanic	21	578	30235	100	99	98	629	594	575	0	5	9	10	13	14	80	74	70	10	8	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	605	651	NC	5	3	NC	9	5	NC	75	72	NC	11	19
American Indian/Alaskan Native	NC	31	4044	NC	97	99	NC	570	550	NC	7	13	NC	11	17	NC	78	66	NC	4	4
White	127	1876	35028	98	100	99	624	609	613	2	4	6	8	9	10	79	80	73	11	8	11
Students with Disabilities	20	433	9625	100	100	100	573	554	530	0	10	21	20	16	21	75	71	55	5	3	4
Students without Disabilities	139	2273	65428	97	97	98	634	610	604	1	4	6	7	9	11	80	79	73	12	8	10
Limited English Proficient Students	NC	194	16765	NC	100	100	NC	529	525	NC	33	17	NC	0	20	NC	67	60	NC	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	11	687	36077				628	572	566	0	8	10	13	12	16	75	77	69	13	3	5
Non-Economically Disadvantaged	148	2019	38950				626	612	618	1	4	5	8	9	9	80	79	73	11	9	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	162	2855	76019	100	100	100	523	503	499	3	9	14	29	39	39	22	16	14	47	35	33
All Students (Prior Year)	143	2885	76230	99	100	100	522	508	498	2	6	12	26	37	38	13	13	12	59	45	37
Female	79	1384	37207	100	100	100	525	504	499	3	8	12	26	40	41	26	18	14	45	34	33
Male	83	1469	38677	100	100	100	521	502	498	2	11	15	32	39	38	18	15	13	48	36	34
African American	NC	129	3817	NC	100	100	NC	484	475	NC	18	23	NC	47	47	NC	13	11	NC	23	18
Hispanic	10	590	29458	100	100	100	537	487	480	0	15	20	44	47	48	0	14	12	56	24	20
Asian/Pacific Islander	NC	80	1673	NC	100	99	NC	524	531	NC	4	4	NC	27	29	NC	20	14	NC	49	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	484	466	NC	8	28	NC	54	49	NC	17	10	NC	21	13
White	139	2018	35880	99	100	100	522	507	515	3	8	7	28	37	32	21	17	16	47	38	45
Students with Disabilities	NC	385	9786	NC	100	100	NC	465	457	NC	30	39	NC	47	40	NC	7	7	NC	16	13
Students without Disabilities	155	2470	66233	99	99	99	525	507	503	1	7	11	29	39	39	22	17	14	47	37	35
Limited English Proficient Students	NC	173	15206	NC	100	100	NC	454	459	NC	33	31	NC	53	53	NC	2	7	NC	12	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	11	700	35714				490	482	480	13	18	20	50	47	47	13	14	12	25	21	20
Non-Economically Disadvantaged	151	2155	40266				525	509	513	2	7	9	28	37	33	23	17	15	48	39	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	162	2851	76020	100	100	100	515	506	503	12	18	25	19	22	23	40	45	40	28	14	12
All Students (Prior Year)	142	2864	76202	99	99	100	507	508	505	9	13	19	20	23	24	60	52	46	10	13	11
Female	79	1384	37213	100	100	100	522	509	504	8	16	22	17	21	23	49	48	42	26	15	13
Male	83	1465	38666	100	100	100	508	503	501	16	21	29	22	23	22	32	42	38	30	14	12
African American	NC	129	3819	NC	100	100	NC	497	494	NC	30	37	NC	24	26	NC	36	31	NC	10	6
Hispanic	10	589	29442	100	100	99	517	501	494	0	27	37	11	25	26	44	40	31	44	8	6
Asian/Pacific Islander	NC	80	1672	NC	100	99	NC	514	513	NC	11	12	NC	20	19	NC	49	49	NC	20	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	497	489	NC	22	48	NC	39	25	NC	35	24	NC	4	3
White	139	2014	35890	99	100	100	515	508	511	13	16	15	20	22	20	39	46	48	27	16	18
Students with Disabilities	NC	383	9784	NC	100	100	NC	489	485	NC	47	58	NC	24	19	NC	21	19	NC	7	4
Students without Disabilities	155	2468	66236	99	98	99	515	508	504	10	15	23	20	22	23	42	47	42	28	15	13
Limited English Proficient Students	NC	173	15198	NC	100	100	NC	481	483	NC	59	59	NC	27	25	NC	14	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	11	700	35703				502	498	494	25	31	37	25	27	26	38	35	31	13	7	6
Non-Economically Disadvantaged	151	2151	40274				515	508	509	11	15	17	19	21	20	40	47	47	29	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	162	2854	75673	100	100	100	543	544	530	7	8	12	21	22	25	70	66	58	3	4	4
All Students (Prior Year)	143	2862	74692	99	99	99	517	513	502	4	10	18	23	26	27	68	56	47	5	9	8
Female	79	1384	37099	100	100	100	558	563	548	4	4	8	18	19	22	74	71	64	4	5	6
Male	83	1468	38441	100	100	99	528	527	513	10	12	16	23	24	29	66	60	52	1	3	3
African American	NC	129	3791	NC	100	99	NC	531	506	NC	15	18	NC	18	29	NC	64	50	NC	3	3
Hispanic	10	590	29305	100	100	99	560	528	507	0	10	16	0	27	31	100	59	51	0	3	2
Asian/Pacific Islander	NC	80	1665	NC	100	99	NC	565	573	NC	7	6	NC	17	16	NC	68	67	NC	8	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	536	492	NC	0	19	NC	38	33	NC	58	46	NC	4	1
White	139	2016	35760	99	100	99	544	549	550	8	8	9	22	20	21	67	67	64	3	5	6
Students with Disabilities	NC	383	9706	NC	100	100	NC	485	462	NC	26	36	NC	32	32	NC	40	31	NC	2	1
Students without Disabilities	155	2471	65967	99	99	99	545	551	536	6	7	10	20	21	25	71	68	60	3	5	5
Limited English Proficient Students	NC	173	15115	NC	100	100	NC	483	471	NC	19	26	NC	37	38	NC	44	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	11	701	35541				531	523	504	0	14	17	13	23	31	88	61	50	0	2	2
Non-Economically Disadvantaged	151	2153	40091				544	551	550	7	7	9	21	21	21	69	67	64	3	5	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	180	3176	75001	100	100	99	486	476	468	21	27	37	42	43	36	23	21	16	14	10	10
All Students (Prior Year)	161	2987	71167	99	99	99	464	468	463	33	32	38	53	47	41	11	15	14	3	6	7
Female	76	1568	36846	99	100	99	491	476	468	13	25	36	49	46	38	25	20	16	13	9	10
Male	103	1600	37974	100	100	99	483	476	467	26	29	39	37	39	34	22	21	16	15	11	11
African American	11	155	3720	100	100	98	457	460	446	36	43	53	55	39	33	9	14	9	0	4	4
Hispanic	17	634	26675	100	100	98	470	462	448	31	37	52	50	42	34	6	15	10	13	6	4
Asian/Pacific Islander	NC	98	1575	NC	100	99	NC	499	504	NC	14	18	NC	41	33	NC	26	20	NC	19	29
American Indian/Alaskan Native	NC	37	4731	NC	90	98	NC	463	438	NC	38	61	NC	41	30	NC	18	7	NC	3	2
White	146	2237	37785	100	100	99	490	480	482	18	24	25	42	43	39	25	22	21	15	11	15
Students with Disabilities	18	359	8802	100	100	100	434	425	418	72	74	79	22	22	16	6	4	3	0	1	1
Students without Disabilities	162	2817	66199	98	99	99	492	480	472	15	23	34	45	44	38	25	22	17	16	10	11
Limited English Proficient Students	NC	122	11710	NC	100	100	NC	420	429	NC	72	70	NC	28	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	10	628	29814				479	458	448	22	41	53	56	39	33	22	14	10	0	5	4
Non-Economically Disadvantaged	170	2548	45170				487	480	479	21	24	28	42	43	38	23	22	20	15	11	14

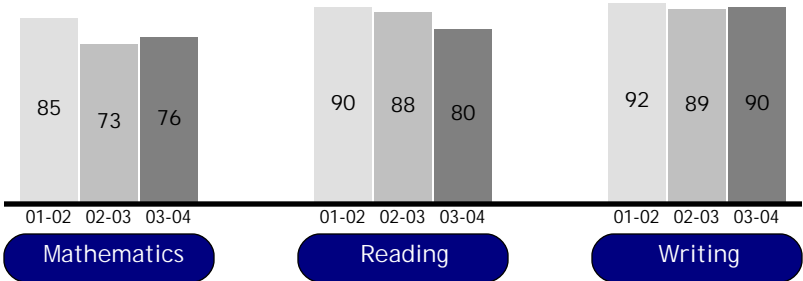
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	180	3170	74918	100	100	99	504	507	497	22	22	32	20	18	19	42	42	35	16	18	15
All Students (Prior Year)	159	2981	71100	98	99	99	508	510	502	18	17	25	17	19	21	51	46	40	13	18	15
Female	76	1566	36805	99	100	99	512	510	501	14	19	28	20	19	19	50	45	37	16	18	16
Male	103	1599	37936	100	100	99	499	504	493	28	26	35	21	18	18	35	38	33	16	18	14
African American	11	155	3719	100	100	98	486	492	481	27	35	43	27	19	21	45	37	29	0	8	7
Hispanic	17	634	26645	100	100	98	491	495	478	38	32	46	6	20	20	44	34	27	13	14	6
Asian/Pacific Islander	NC	98	1571	NC	100	99	NC	523	521	NC	16	18	NC	16	15	NC	40	38	NC	28	30
American Indian/Alaskan Native	NC	37	4729	NC	90	98	NC	494	468	NC	34	57	NC	20	19	NC	34	19	NC	11	4
White	146	2236	37773	100	100	99	507	511	511	21	18	20	21	18	18	41	44	41	17	19	21
Students with Disabilities	18	358	8801	100	100	100	457	455	448	83	72	75	6	14	13	11	11	10	0	3	2
Students without Disabilities	162	2812	66117	98	99	99	510	512	501	16	18	28	22	19	19	45	44	37	17	19	16
Limited English Proficient Students	NC	122	11706	NC	100	100	NC	441	454	NC	80	71	NC	18	16	NC	2	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	10	628	29785				473	490	477	33	36	47	56	23	20	11	32	26	0	9	6
Non-Economically Disadvantaged	170	2542	45115				506	511	508	22	19	23	18	17	18	44	44	39	16	20	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	179	3170	74503	99	100	99	510	522	491	8	4	9	21	22	32	60	61	51	11	12	8
All Students (Prior Year)	156	2940	69001	96	97	96	500	499	490	11	11	17	34	35	37	55	53	45	0	1	1
Female	75	1566	36686	97	100	99	531	535	506	4	3	5	13	17	29	69	66	57	13	14	9
Male	103	1598	37644	100	100	98	494	509	476	11	6	13	27	28	36	52	56	45	10	10	6
African American	11	156	3677	100	100	97	498	515	475	9	4	12	27	24	36	45	63	46	18	9	5
Hispanic	17	634	26500	100	100	97	470	510	467	6	6	13	44	27	39	44	56	44	6	11	4
Asian/Pacific Islander	NC	98	1566	NC	100	99	NC	537	537	NC	5	5	NC	18	23	NC	63	55	NC	15	18
American Indian/Alaskan Native	NC	37	4695	NC	90	97	NC	507	464	NC	3	14	NC	29	39	NC	62	44	NC	6	3
White	145	2235	37606	99	100	99	515	526	508	8	4	6	17	21	28	63	63	56	11	12	10
Students with Disabilities	17	359	8662	100	100	100	468	437	409	18	24	37	29	42	42	53	32	20	0	2	1
Students without Disabilities	162	2811	65841	98	99	98	514	530	499	7	3	7	20	21	32	60	64	53	12	13	8
Limited English Proficient Students	NC	122	11608	NC	100	100	NC	453	430	NC	18	23	NC	40	47	NC	40	28	NC	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	10	629	29587				496	504	465	11	6	14	33	27	40	44	59	43	11	7	4
Non-Economically Disadvantaged	169	2541	44898				511	526	507	8	4	7	21	21	28	60	62	55	11	13	10

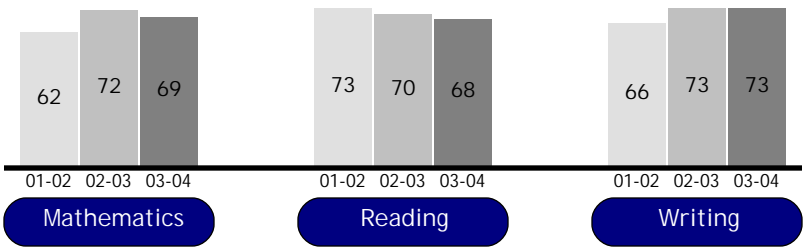
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

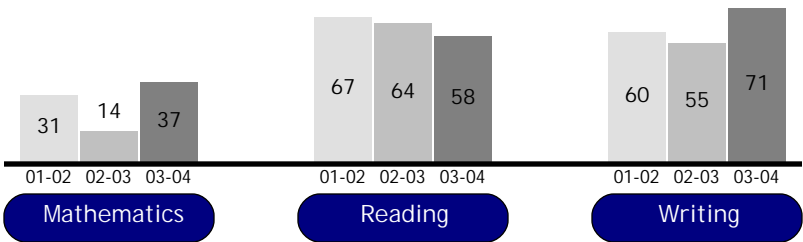
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	65	58	44	92	78	62	50	93	76	NA	58
	Language	98	69	56	39	96	76	57	43	98	76	60	50
	Mathematics	99	78	68	52	96	84	71	57	98	81	72	64
3	Reading	97	62	55	43	98	63	58	47	99	66	NA	55
	Language	97	72	64	50	99	71	66	54	98	71	70	61
	Mathematics	97	73	65	50	95	74	67	54	98	78	71	61
5	Reading	97	60	55	46	99	64	61	50	98	70	NA	55
	Language	97	54	51	43	98	64	56	46	99	67	56	49
	Mathematics	97	71	63	54	97	77	67	57	98	79	67	63
6	Reading	97	80	60	49	97	82	63	53	98	87	NA	56
	Language	96	53	54	42	99	72	58	45	100	68	60	48
	Mathematics	97	74	70	58	97	79	73	62	100	79	75	66
7	Reading	98	66	60	48	99	61	63	51	99	67	NA	54
	Language	98	72	64	51	97	74	69	54	100	71	67	58
	Mathematics	98	73	68	54	97	70	70	58	100	75	68	62
8	Reading	97	67	61	49	99	64	62	53	98	64	NA	55
	Language	97	66	60	46	99	75	62	49	96	67	64	52
	Mathematics	97	70	67	54	94	67	66	58	98	74	69	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Coyote Hills Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Community Involvement
- Ü Parent/Educator Relations
- Ü School Safety Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	70.00
Other Professional Staff	11.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	3	0	0
4 to 6 years	15	4	0	0
7 to 9 years	4	2	0	0
10 or more years	33	20	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	59
Core academic classes taught by Highly Qualified (NCLB) teachers.	199
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü 7th-8th Grade Tech Lab/Lap Top Lab
- Ü Lap Top Lab
- Ü K-6 Computer Lab
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Support Group/Character Counts
- Ü Chess Club
- Ü Peer Tutoring
- Ü Outdoor Education
- Ü Intervention Team/Peer Mediators
- Ü Sports

Social Services

- Ü Lunch Programs
- Ü Crisis Intervention
- Ü Recreational Activities
- Ü Health Services
- Ü AM/PM Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

Ü Girls' Basketball District Champions.

Ü Girls' Softball District Champions.

Ü Boys' Softball District Runner-up.

Ü Host of the 2003-2004 District Speech Contest.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	47	57
Grades 4-5	61	71
Grades 5-6	92	81
Grades 6-7	20	64
Grades 7-8	67	70

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Crisis/Emergency/Security Plans; Fire Safety; Stranger Danger; Student Intervention Specialist; Zero tolerance policy to weapons, gangs, bullying, and harrassment; Truancy Policy; 24-hour Safe School Phonenumber; Prevention Instruction; Peer Mediation; Support Groups.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Mr. Val Barrett	(623) 412-5225
Transportation Policy	Transportation Department	(623) 486-6168
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Ms. Willie Gentry	(623) 487-5183
Parent Organization	Donna Schuester	(602) 463-2358
Student Health/Nurse	Laura Horne	(623) 412-5229

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.